

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the methodology that is going to be used in this research. It consists of approach and research design, research setting, data and source of data, data collection technique, research instrument, data analysis technique and checking validation of finding.

#### A. Approach and Research Design

The design of this research used case study. Case study is a kind of qualitative research which makes an individual or a certain unit as the research object.<sup>1</sup> Based on Sukmadinata, Qualitative research is a research which has a purpose to describe and analyze the real phenomenon, social activity, attitude, belief, perception, and people's thought individually or in a group.<sup>2</sup> Although a case study differs from an ethnography (focus on culture) and phenomenological study (focus on a phenomenon).<sup>3</sup> Case study aims to investigate a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection.<sup>4</sup> "Bounded" means that the case is separated out for research in terms of time, place, or some physical

---

<sup>1</sup> Lexy J Maleong. *Metodologi Penelitian Kualitatif* (PT Remaja Rosda Karya : Bandung, 2005), 6

<sup>2</sup> Prof. Dr. Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosda Karya, 2007).

<sup>3</sup> Scoot W. Vanderstoep and Deirdre D. Johnston. *Research Method for Everyday Life* (San Francisco: Jossey-Bass, 2009) page 209

<sup>4</sup> John W. Creswell. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: Pearson, 2007) page 465

boundaries.<sup>5</sup> In this study, the researcher used boundary system of the first teaching practice of pre-service teachers.

In short, this researcher represented the issue of pre-service teacher's anxiety in their first teaching practice and the way of pre-service teacher to manage their anxiety in the first teaching practice through instrumental case studies. Thus, type of qualitative case study with descriptive approach was used in this research with aims to investigate the phenomenon about particular boundary of pre-service teacher's anxiety in the first teaching practice in microteaching class (PPL 1). Specifically, the kind of case study in this research was explanatory case study. Yin states that explanatory case study explains how event occurred and reflects a cause and effect relationship.<sup>6</sup> The researcher chose this study as explanatory case study since the aims of this study were to explain the causing factors of pre-service teacher in the first teaching practice and how the pre-service teacher managed their anxiety in teaching practice in microteaching class.

## **B. Research Setting**

In conducting this research, Researcher was going to take pre-service teacher who are 6<sup>th</sup> semester in English Teacher Education Department Academic year 2014-2015 who enroll in microteaching class (PPL 1), approximately held from March up to June. There are 7 classes of microteaching which taught by three lecturers. The classes are A, B, C

---

<sup>5</sup> ibid

<sup>6</sup> Dr. Kevin Laws-Robert McLeod. *Case Study and Grounded Theory* ( The University of Sydney NSW: Sidney, 2006)

which taught by lecture 1; D and E which taught by lecturer 2 and also F and G which taught by lecture 3. Microteaching classes (PPL 1) are specified in this schedule:<sup>7</sup>

**3.1 Table of Schedule of Microteaching Class in English Teacher Department**

| No | DAY       | TIME<br>(WIB)   | CLASS | ROOM          | LECTURE |
|----|-----------|-----------------|-------|---------------|---------|
| 1. | Tuesday   | 09.10-<br>10.50 | A     | Microteaching | 1       |
| 2  |           | 10.15-<br>11.55 | F     | B.3           | 3       |
| 3  |           | 12.30-<br>14.10 | G     | B.3           | 3       |
| 4  | Wednesday | 07.50-<br>09.30 | B     | Microteaching | 1       |
| 5  |           | 12.30-<br>14.10 | D     | B.3           | 2       |
| 6  | Thursday  | 07.30-<br>09.10 | E     | B.3           | 2       |
| 7  |           | 07.50-<br>09.30 | C     | Microteaching | 1       |

<sup>7</sup>Lecturing Schedule of event semester in English Teacher Education Department of SunanAmpel Surabaya State Islamic University Academic Year 2015

Each class consists of 12 students who will be pre-service teacher to do teaching practice at least twice within one semester. The researcher had been taken some pre-service students from all class randomly. Every class was taken 5 pre-service students as participants. The researcher took sample randomly to find the causing factor of anxiety and the way of anxiety management from pre-service students because anxiety can be affected to every pre-service student when they practice teaching in the microteaching class and they had their own way to manage their anxiety in their performance.

### **C. Data and Source of Data**

The researcher collected data to answer the research questions. There were 2 research questions firstly, what are the causing factors of pre-service teachers' anxiety in their first teaching practice in microteaching class (PPL 1) of English Teacher Education Department at UIN Sunan Ampel Surabaya?, And the second is how do pre-service teacher manage their anxiety in the first teaching practice in microteaching class (PPL 1) of English Teacher Education Department at UIN Sunan Ampel Surabaya? It was primary data which the data forms of pre-service teachers' causes and how they managed their anxiety when teaching practice in microteaching class (PPL 1) in English Teacher Education Department. They were data of analyzing questionnaire and interview.

#### **D. Data Collection Technique**

In this research, data had been collected by giving questionnaire and conducting interview. First, the researcher gave questionnaire to pre-service teacher randomly from all of class. Then the researcher did interview for pre-service teacher. Basically, the process of collecting data is specified below:

1. To answer research question 1 about what are the causing factors of pre-service teachers' anxiety in their first teaching practice in microteaching class, the researcher analyzed the questionnaire in point A (*see appendix 1*) that contained yes no statements. The researcher only focused on yes choice. Next, after finished the researcher conducted with interview guideline in point A (*see appendix 2*) to got data deeply.
2. To answer research question 2 about how do pre-service teacher managed their anxiety in the first teaching practice in microteaching class (PPL 1), the researcher analyzed the questionnaire in point B (*see appendix 1*) that contained "yes" or "no" statements. The researcher only focused on yes choice. Next, after finished the researcher conducted with interview guideline in point B (*see appendix 2*) to got data deeply.

#### **E. Research Instrument**

To make the data collection easier to do, the researcher needed some instruments. The instruments were:

## 1. Open-Ended Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for gathering information from respondents. The researcher used questionnaire as a tool for collecting the data, because by giving some questionnaires for pre-service teachers, the researcher got data about the causing factors of pre-service teachers' anxiety in first teaching practice and anxiety management of pre-service teachers in the first teaching practice.

In this research the questionnaire was designed using "yes" or "no" choices. In point A to answer research question 1 about causing factors of pre-service teachers' anxiety in their first teaching practice in microteaching class. There were 16 statements that contained of 3 items. Firstly, about causing factors of pre-service teachers' anxiety focused on before teaching hour. It was on the statement 1 and statement 2. In this item could categorize as causing factor of pre-service teachers' anxiety when making lesson plan and managing task. Secondly, about causing factors of pre-service teachers' anxiety focused on while teaching hour. It was on the statement 3 until statement 13. In this item could categorize as causing factor of pre-service teachers' anxiety as follow:

### a. Pre-service teachers' own personality

This factor included confidence and uncertainly. It means that pre-service teachers' anxiety increased when they met

their friends who as the students in the first class on microteaching class and classroom situation because the pre-service teacher had no experience before about teaching.

b. Teaching context

The pre-service teacher had anxiety when confronted with the complexity in implementing the lesson plan. Besides, anxiety increased when the pre-service teacher cannot follow lesson plan procedure in the class.

The last items about causing factors of pre-service teachers' anxiety focused on after teaching hour. It was on the statements 14 until 16. In this item could categorize as causing factor of pre-service teachers' anxiety by supervision context. It means the pre-service teacher worried that would make serious mistake while the supervisor were observing and the supervisor would notice their mistake.

Although point B in this questionnaire is used to answer research question number 2 about anxiety management of pre-service teachers in their first teaching practice in microteaching class. In this questionnaire, there were 10 statements that described 4 strategies, those were:

a. Self control strategy

This strategy included positive thinking, self talking, and try to calm down. The statements that conduct with this strategy were on the statements 1, 2 and 3.

b. Let-it-be strategy

This strategy makes the problem in the class to go with the flow, for example facing recognizing and releasing situation in the class. The statement that conducts with this strategy was on the statement 4.

c. Face it and handle-it strategy

The pre-service teacher needed to face up to anxiety and handled the difficult situation. The statements that conduct with this strategy were on the statements 5 and 6.

d. Developing presentation skill strategy

The pre-service teacher needed to prepare their presentation well, deliver clear instruction and use good instructional media to apply teaching technique. The statements that conduct with this strategy were on the statements 7, 8, 9 and 10.

In fulfilling the questionnaire, if the column “yes” had been fulfilled dominantly, it indicated that those factors that causing factors of pre-service teachers’ anxiety in point A although in point B that the pre-service teacher used those strategies to manage their anxiety in microteaching class. On the other hand, if the column “no” had been fulfilled dominantly, it automatically indicated that the pre-service teacher not infected the factor and not used the strategy to manage their anxiety. The questionnaire had been given to 35 pre-service teachers



from all the class (A, B, C, D, E, F, and G) that every class was taken five pre-service teachers randomly.

## 2. Interview Guideline

To get data deeply and personally, the researcher provided some questions to interview some pre-service teachers. Interview was a research instrument that consist a series of questions, and to get the data the researcher directly asked face to face with the target. In this research, the researcher interviewed personally 7 pre-service teachers from all classes and in every class, the researcher taken one pre service teacher as interviewee from every class to get data deeply and personally about the causing factor of their anxiety and how they would manage their anxiety when they taught in microteaching class. This interview question ready to support the questionnaire to get data of this research.

In this research, the questions of interview were designed as semi structured interview. This kind of interview collected detailed information in a style that was somewhat conversational.<sup>8</sup> The interviewer had some discretion about the order in which questions were asked, but the questions were standardized. Semi structured interview used in this research was to ask for causing factors of pre-service teachers' anxiety and how the pre-service teacher could manage

---

<sup>8</sup> Margaret C. Harrell-Melissa A. Bradley, *Data Collection Methods: Semi-Structured Interviews and Focus Groups* (National Defense Research Institute: USA), 35-35

anxiety in order to gain the board description and deep information from respondents. The questions was designed as continue that described the causing factor in beginning question and anxiety management in the next question. For example

*(7) What did you felt anxious with your lesson plan in the first teaching practice in microteaching class?*

*(8) What did you do if you felt it?*

The question number 7 asked causing factor of pre-service teachers' anxiety and in the next question asked the strategy to manage of pre-service teachers' anxiety immediately. Therefore, there are 16 questions that had been given for seven pre-service teachers as this following:

a. Plan, prepare and practice

It related to lesson plan, prepare media and practice to use instructional strategy before teaching performance.

b. Mastery experience

It related to how the pre-service teachers' experience in their first cycle of teaching and what the efforts to improve their second cycle of teaching.

c. Social persuasion

It was about how the lecturer and supervisors' comment

d. Psychology factors

It was asking about pre-service teachers' nervousness during event and about how they would manage it to limit anxiety in the class.

## F. Data Analysis Technique

Since this research used qualitative approach, the researcher analyzed the data descriptively. Descriptive method was defined as involving collection of data in order to answer questions concerning the current status of the subject of the research. The researcher made a result from the questionnaire, interview and also field notes. In the final findings of the questionnaires the researcher uses all of the data from the research findings. The researcher just used the data related to the topic and reduce the data do not relate to the topic, in order to focus on the specific information. In brief, the data from questionnaire and interview were analyzed though these following techniques:

### 1. Data Reduction

Data reduction involves selecting, focusing, simplifying and transforming the unprocessed data into summaries which is organized into themes or patterns based on the original objectives of the research to distinct between primary and secondary theme of data.<sup>9</sup> Therefore, in this process the researcher coded the data to obtain the classification by doing these following steps:

- a. Categorizing causing factors of pre-service teachers' anxiety from questionnaire result point A (*see appendix 1*) and

---

<sup>9</sup>Robinson Ullin- McNeill Tolley, *Qualitative Methods: A Field Guide for Applied Research in Health* (Research Triangle Park: Family Health International, 2002), 203

interview result (*see appendix III*). In this process, the researcher summed up the pre-service teacher in questionnaire result point A who choose “yes” and “no” choices. If the column “yes” had been fulfilled dominantly, it indicated that those factors that cause pre-service teachers’ anxiety. On the other hand, if the column “no” had been fulfilled dominantly, it automatically indicated that the pre-service teacher not infected those factors that cause pre-service teachers’ anxiety. After finish, the researcher categorized the description of the interview result to know the causing factors of pre service teachers’ anxiety clearly.

- b. Categorizing anxiety management of pre-service teacher from questionnaire result point B (*see appendix II*) and interview result (*see appendix III*). In this process, the researcher summed up the pre-service teacher in questionnaire result point B who choose “yes” and “no” choices. If the column “yes” had been fulfilled dominantly, it indicated that those factors that cause pre-service teachers’ anxiety. On the other hand, if the column “no” had been fulfilled dominantly, it automatically indicated that the pre-service teacher not infected those factors that cause pre-service teachers’ anxiety. After finish, the researcher categorized the description of the interview result to know the anxiety management of pre-service teacher clearly.

## 2. Displaying data

After reducing the data by doing several categorizations, the researcher subsequently displayed the data to make them more compact and accessible for readers. Data display is defined as an organization of gathered information that allows conclusions to be drawn by presenting the data as narrative text, matrix, graph and chart which requires researcher's ability in processing the information.<sup>10</sup> In this research, the researcher displayed data by presenting data as graph than explain by table and describing by narrative text.

## 3. Drawing conclusion and interpretation

Drawing conclusion or interpretation refers to the process of deciding what things mean, noting themes, regularities, patterns, and explanations.<sup>11</sup> Thus, in this last step of data analysis, the researcher decided and interpreted the conclusion of the data finding based on the regularities and similarity pattern of data displayed to answer the research questions of this study.

## G. Checking Validation of Finding

To check validation of conclusion of this research, the researcher used the Triangulation technique. This technique also used to check the validation of conclusion of this research. The researcher used triangulation data source to check the validation of this research.

---

<sup>10</sup>Huberman Milles, *Qualitative Data Analysis: An Expanded Sourcebook Second Edition* (California: Sage Publications, 1994), 204

<sup>11</sup>Huberman Milles, *Qualitative Data Analysis: An Expanded Sourcebook Second Edition* (California: Sage Publications, 1994), 204

Triangulation data source means comparing and cross-checking consistency of information derived at different times and by different means within qualitative method.<sup>12</sup>

In this technique, the researcher compared source data as follow:

1. Comparing the result of preliminary research with questionnaire result data

For the first step, the researcher compared between the results of preliminary research with questionnaire result whether both of them were connected to check validation of this research.

2. Comparing the result of preliminary research with interview result data

After then, the researcher compared between the results of preliminary research with interview result data. This step did to support data, whether both of them also connected to check validation of this research.

3. Comparing the result of questionnaire data and interview result data.

The last step, the researcher also compared result of questionnaire with interview result whether both of them also connected to get more valid of this research.

---

<sup>12</sup> Michael Quinn Patton. *Qualitative Evaluation Methods* (London: Sage Publications, 1990) pp 331